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PHYSICAL EDUCATION IN SOCIAL SETTLEMENTS OF THE MIDDLE WEST

Graduating Thesis

of

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in candidacy for the degree of

BACHELOR OF PHYSICAL EDUCATION

Thirty-second Annual Commencement of

Young Men's Christian Association College

Chicago Lake Geneva

June 5, 1933

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1. INTRODUCTION

PREFACE

In arranging the outline of this thesis certain problems arose which are peculiar to this part only. To arrange a study that would be both comprehensive and intensive without going into a maze of useless detail which would consume the time of contributor and reader with no advantage to either, is extremely difficult. For valuable suggestions on this phase of the work, the author wishes to acknowledge the help of Mr. Martin I. Foss, Head of the Department of Physical Education, Y.M.C.A. College, Chicago, and certain classmates in the senior class at this school.

In the preparation of the questionaire, again attempting to solve the problems of conservation of time of the contributor, clearness and definiteness of the questions and yet secure some degree of completeness, the writer wishes to acknowledge the help of the committee appointed by the Boys' Work Section of the Chicago Federation of Settlements. Several suggestions given by this committee, composed of Mr. Wilkes, Boys' Work Director, Christopher House, and Miss Dennis of the University of Chicago Settlement, are incorporated in the questionaire.

In working out the practical details, mailing lists, mimeographing, as well as other practical suggestions of great value in securing the desired information, the writer wishes to thank Miss Winifred Salisbury, Executive Secretary of the Middle West Section of the National Federation of Settlements. Other practical suggestions and criticisms were received from Mr. Arthur Etzold, Chairman of the Boys' Work Section of the

Federation of Settlements. To one and all, both writer and reader may well be grateful.

PURPOSE OF THESIS

The primary object of this thesis is to secure, from as many sources as circumstances permit, practical information relating to the physical work with boys in social settlements. A secondary object is the preparation of a graduating thesis at the Young Men's Christian Association College, Chicago.

Such information, in order to be of any permanent value, must be secured from as many sources as possible. It must deal less with statistics, the chief value of which is lost after the conditions under which they were secured have changed, and more with principles and problems that have actually been worked out by some in this field.

In an attempt to make this thesis as practical and permanent as possible, the statistical part has been reduced to a condensed tabulation and summary. It is hoped that this part may be more available as a reference because of this fact. Also some problems that actually have been solved in this phase of boys' work are, for the same reason, given in considerable detail.

To those who are students of physical education in the truest sense of the term, it must be apparent that the problems of physical work among boys of the settlement type are quite similar to those in any other organization featuring physical activities for boys. The general similarity, here, must be admitted, but the problems must be faced in a different light because of the unique place and purpose of the settlement.

It is the purpose of the fourth section of the introduction to show the relationship of the physical work to the settlement idea and purpose.

In securing this information, the motive is not selfish as it might appear at first. The results of this investigation are to be put at the disposal of the Executive Secretary of the Middle West Section of the National Federation of Settlements. The Secretary has her office in Chicago and all available material will be filed there. It is to be hoped that the methods, experiences and suggestions from many settlements can be studied by numbers of settlement workers thru this office. If some of the organizations interested in this type of work are helped even in some of the minor details of their work, by the material collected in this thesis, the time and effort expended here shall be considered immensely worth while.

LIMITATION OF THE FIELD

The net gain in material collected and wealth of new ideas would have been much greater if this study could have been nation wide. It is deplorable that such could not be the case. Owing to the limitations of time to give to the actual organization of the material secured and to the fact that replies to requests for information are usually slow in coming in, it has been necessary to confine the work to settlements in the Middle West.

(The Middle West is defined here as the territory lying between eastern Ohio on the East, Cincinnati and St. Louis on the South, the Missouri River on the West, and Central Minnesota on the North.)

For various reasons it is necessary to put the major emphasis on certain phases of work. When physical activities for boys are mentioned to the city dweller, the first thought is gymnasium. Since most settlements which have any physical work for boys use gymnasium activities of some sort or other, it seems best to devote more time to the gymnasium than to any other phase of physical activities.

Summer camps, playgrounds, and certain outdoor leagues play an important part in the life of boys of some settlements. The physical and related benefits of these, therefore, must not be neglected. Their place is to be subordinate, however.

THE SETTLEMENT AIM

What is a settlement? What is its function? In order to secure a clear idea of the place of physical education in the boys' department of a settlement, it is necessary to have a vivid conception of the settlement first. Actual residence in a settlement is the best way to learn what a settlement is or should be.

Miss Jane Addams, one of the peers of settlement workers, prominent nationally and locally, as founder and pioneer resident of Hull House, believes the object of Hull House to be a "center of higher civic and social life, an institution to promote and maintain educational and philanthropic enterprises, to investigate and improve the conditions in the industrial districts of the city." "The Settlement, then, is an experimental effort to aid in the solution of the social and industrial conditions in a large city."

(Jane Addams, Philanthropy and Social Progress, p. 19-23)

Again following out the ideas of Miss Addams, the settlement must be a flexible institution. It must have the power

of quick adaptation, a readiness to change its methods as environment may demand. It must be open to conviction and always display an attitude of real tolerance. It must be hospitable and always ready to experiment. It should expect from its residents a scientific patience in the accumulation of facts. Its residents must be free from all conceit of opinion and all self-assertion, ready to interpret and arouse the public opinion of the neighborhood. They must be content to live side by side with all classes, until they grow into a sense of relationship and mutual interest. They must SEE the needs of their neighborhood, work for remedial legislation and help to create public opinion that will secure its passage.

Miss Addams seems to summarize the duties of residents in this way. They must devote themselves to the duties of good citizenship, to developing a desire for better conditions and to the arousing of social energies which so often lie dormant in certain sections of our large cities.

Some one has analyzed the dominant ideas which functioned in the establishment of Hull House as follows: (1) The desire to interpret democracy in social terms; (2) The impulse to aid in the progress of the race; (3) The Christian movement toward humanitarianism. It may be true that the directors of Hull House have deviated to a certain extent from these motives in their work. This privilege must be granted to them because of changing conditions and recent developments in the field of sociology It may be true that no large number of settlement workers have exactly the same conceptions of the function of the settlement. To demand that one conception of the function of a settlement should exist, in the minds of those who know them, would be to

demand the destruction of individuality and freedom of thought. Growth, in one sense, is evolution. Settlements and settlement ideas have grown. Could anything else except the evolution of the function of the settlement be expected? The exact function of the present day settlement is still a matter of personal opinion. The reader, initiated into settlement life, may, however, gain some conception of its place in the community by careful consideration of the information given above.

THE RELATION OF PHYSICAL EDUCATION TO THE SETTLEMENT

This uncertainty of function of the settlement makes the problem at hand even more difficult. It permits no hard and fast rules to be ~~bid~~ laid down. It allows no "cut and dried" programs to be established. It allows a wide range, a large degree of freedom. Were it not for the possibility of wandering aimlessly, nothing could be more desired than such freedom. Each settlement house must fit its physical activities to its particular needs. Should this, however, be sufficient excuse for allowing the gymnasium to be simply a place to "blow off steam"?

It is not the object of this thesis to prove the values of physical education. To the mind of average intelligence the need of muscular exercise for the health and normal growth of the human body is almost a self evident fact. To the ignorant and oftentimes ambitionless boy on the city streets this fact is not so evident. Someone in a school, a settlement, or a Y.M.C.A. must prove this to them in a friendly but convincing manner. The schools have their boys in large classes where individual attention is practically impossible. This time, also, is very limited. Many classes have only thrity or forty minutes per week in the gymnasium. Others more fortunate, get two such periods per week. In the high schools the periods are usually longer and the facilities better, but in the

average public school - high or grade - there is a remarkable lack of individual attention, unless the boy is fortunate enough to make a school team. The percentage of boys in the settlement districts who ever "make" a school team is very small.

This means that the problem of proper exercise is left up to a settlement, a Y.M.C.A., a park, occasionally a church, or to the boy himself. The boy, of course, may be depended on to get exercise. Such as it is this may be helpful - taking the boy out of doors and out of mischief (or into it, as the case may be). It is clearly brought out in a later section of this thesis that, in most cases, a majority of the boys in any given settlement district are not reached by any of the above organizations featuring physical activities for boys. It seems, therefore, that the settlement may well find in the gymnasium one of the essentials to its mission of social welfare, namely: an aid in producing normal citizens who have physical health and strength.

Physical educators claim that properly conducted physical activities have distinct moral as well as hygienic results. The spirit of team work (cooperation), clean play (justice), good sportsmanship, (the golden rule applied to team games particularly) are said to be the natural and, perhaps, certain products of well organized, well directed, gymnasium activities. Assuming that such results are possible in fifty percent of the cases where it is tried, physical activities would be indispensable to the settlement house which does any work with boys. By means of the gymnasium alone the settlement would seem to be making great strides toward accomplishing its purpose of "elevating the social conditions and producing good citizens." It is, at this point, vitally touching and effecting the boys of its district.

Gymnasium activities, because of the unique position of the settlement in the community, have other values to the settlement. The gymnasium, with its physical contests and its social features, does (or at least should) draw boys to the settlement who would not come under any other circumstances. From this start, interest may be aroused in the other activities of the settlement and a better, broader, more useful citizen may result.

Since the gymnasium director is usually an educated man and since he usually has a chance to become quite friendly, or even intimate, with the boys in his classes, he should be able to exert an influence on the boy that is both cultural and educational. Here is another connecting link between the physical department and the settlement as a whole.

It is customary for the physical director to live in the settlement house. The other residents are also educated and cultured people, and it is often the privilege or duty of the gymnasium director to keep them alive to the need for the gymnasium in settlement work. Here should be a connecting link between the purely physical work and the general work of the settlement.

Summary of points of relationship between the physical and general work of the settlement. The physical department should contribute:

1. A stronger, healthier citizen - physically.
2. A clean, wholesome, play habit - recreationally, morally.
3. A means of securing new and needy members.
4. A means of interesting gymnasium members in other activities.
5. A means of direct education in health and hygier
6. A means of broadening the contacts and widen' vision of its residents.

II. SURVEY OF PHYSICAL EDUCATION IN SETTLEMENTS
(In the Middle West)

This survey is not intended to be complete or exhaustive. Settlement workers, in all departments, are very busy people. Consequently replies to any questionaire sent out would be incomplete in its returns. This is to be expected and any one securing information from this thesis should keep this in mind.

The summary which follows is not to be taken as scientifically correct data (covering the settlements of the Middle West). It is that in so far as limitations in such a project will permit. Many of the replies were carefully and fully worked out. Others were not fully worked out in some of the more important details. A few, very few, to be sure, were indicative of carelessness on the part of the one who gave the information.

The survey, brought out in some detail in the following summary, may be very helpful to those wishing to make general comparisons. It shows, also, certain phases of work that are emphasized by the settlements which did reply. (It may be noted here that most of the largest settlements did reply with questionaires well filled out.) It may be shown to one who reads carefully, some immediate needs of the physical work in settlements.

The primary purpose of the summary is to furnish convenient and proper proof for some of the conclusions that follow. A small part of the material used in these conclusions is, however, secured from other sources.

General Summary of Information from Questionnaire

Number of questionnaires sent out	55
Number of questionnaires returned	22
Number of replies (including questionnaires)	35

Of the thirty-five replying at least three had no boys' physical work whatsoever, six had no gymnasium, and two had no boys' workers.

I. GYMNASIUM FACILITIES

1. Gymnasium Property

Owned	14
Rented	3
In separate buildings	3
Uncertain	1
Not specified	1
Total	22

2. Gymnasium Ventilation

By windows	16
By special systems	2
Not specified	4
Total	22

(In some cases the ventilation was reported as very unsatisfactory.)

3. Gymnasium Space

(Given in terms of square feet per person in the average largest classes.)

Less than 50 sq. ft. per person	3
Between 50 and 75 sq. ft. per person	4
Over 75 sq. ft. per person	3
Total giving specifications	10
Total giving incomplete information	12
Total	22

4. Gymnasium Apparatus

(a) Heavy

Houses having less than three pieces	4
" " exactly " "	6
" " more than " "	11
" giving incomplete information	6
Total	22

(b) Light

Houses having enough light apparatus (Clubs, dumbbells or wands) for a class of twenty or more	4
Some light, not sufficient for twenty	6
More than enough for twenty	7
Houses giving incomplete information	5
Total	22

5. Gymnasium Lockers

Results given in terms of number of lockers per person in average largest class.

Houses having less than 1 per person in class	2
" " more " 1 " " " "	7
Number not specifying sufficiently.	13
Total	22
Houses having fifty lockers usable	2
Houses having less than fifty "	3
Houses having more " " "	8
Houses not specifying sufficiently	9
Total	22

6. Gymnasium Showers

Results given in terms of showers per person in average largest class.

Houses having one shower for each two in class	0
Houses having less than one for each two in class	19
Houses having incomplete returns	3
Total	22
Houses having less than ten showers	13
Houses having ten or more showers	4
Houses giving incomplete information	5
Total	22

7. Gymnasium Towels

Houses furnishing towels free	3
Houses furnishing towels at cost pay	7
Houses furnishing towels free and pay	1
Houses giving incomplete information	11
Total	22

II. SWIMMING FACILITIES

Houses owning pools	1	
Houses renting pools	1	
Houses with pools donated or granted		1
Houses having no swimming facilities		18
Houses giving incomplete information		1
Total		22

III. SUMMER FACILITIES

A. Playgrounds

Houses owning their own playgrounds. . . .	11
Houses with playgrounds not owned.	3
Houses giving incomplete information . . .	8
Total	22

A. Playgrounds(continued)

Houses having complete playground equipment	6
Houses having incomplete playground "	2
Houses giving incomplete information	6
Total	14

B. Summer Camp

Houses owning summer camps	4
Houses running Summer camps on cooperative plan	4
Houses running summer camps not specified	1
Houses having no summer camps	13
Total	22
Houses operating camps on charity basis	2
" " " " cost(pay)	1
" " " " both bases	1
" " " basis not specified	5
Total	9

IV. DEPARTMENTAL POLICIES

Houses having written policies for either general boys' or physical work	7
Houses having policies, not definitely stated but generally understood	15
Houses having no definite policy	6
Houses giving incomplete information	1
Total	29

V. DEPARTMENTAL BUDGET

Houses having gymnasium needs cared for in general budget	5
Houses having gymnasium needs cared for in special budget	1
Houses having budget-kind not specified	4
Houses having no definite budget	8
Houses giving incomplete information	4
Total	22

VI. MANAGEMENT

1. Power of Purchase

Houses having power of purchase vested in one person	8
Houses having power of purchase vested in two persons	1
Houses giving incomplete information on budget and power of purchase	10
Houses failing to give any information	3
Total	22

VI. Management (continued)

2. Program

Houses having pre-arranged y arly programs	11
Houses having monthly programs worked out	6
Houses having weekly programs worked out	3
Houses giving incomplete information on programs	7
Total	27

3. Locker Room

Houses having locker room thieving	9
Houses having no locker room thieving	8
Houses giving incomplete information	5
Total	22

Pilfering combatted by general staff supervision	5
Pilfering combatted by special staff member	1
Pilfering combatted by volunteer help	2
Houses giving incomplete information, here	14
Total	22

4. Health Talks

Houses having health talks in gymnasium	9
Houses having health talks in clubs	11
Houses having health talks indefinite(place)	2
Total	22

Houses reporting weekly health talks	3
Houses reporting monthly health talks	2
Houses reporting occasional health talks	2
Houses not specifying regularity	15
Total	22

5. Physical Examinations

Houses giving physical examinations	11
Houses giving physical examinations	
Given by physician	8
By Doctor and director	2
By director	1
Every six months	3
Yearly	3
Every three months	1
As needed	1
Examinations reach 100%	2
Examinations reach 75%	2
Examinations reach special groups - teams, etc.	3
Examinations reach number and kind not specified	1
Houses giving indefinite reply on physical examinations	14
Total	22

6. Corrective Gymnastics

Houses giving some attention to corrective gymnastics	3
Houses giving little attention to corrective gymnastics	2
Houses giving very little attention to corrective gymnastics	1
Houses giving no attention to corrective gymnastics	9
Houses giving incomplete information	7
Total	22

7. Individual Attention

Houses having less than five minutes per week given to each individual member of gymnasium classes	7
Houses having more than five minutes given to each individual	12
Houses giving incomplete information	3
Total	22

Individual attention (of director) devoted to discipline	11
Individual attention (of director) devoted to posture	11
Individual attention uncertain	1

8. Membership

Basis of membership

Houses using yearly basis	13
Houses using monthly basis	5
Houses using special fee for certain privileges	5
Houses giving an indefinite statement	7
Total	29

Checking Attendence--Methods

Houses using individual attendance cards	9
Houses using general membership cards	5
Houses using class roll books	8
Houses using indefinite methods	2
Houses giving incomplete reports	5
Total	29

9. Salaries

(The tabulation here is made by using the total salaries paid, by each house, to all the staff who take the responsibility of any physical activities - so far asthis could be determined by the replies. This total expenditure for the year was then divided by the total yearly membership.)

6. Salaries (continued)
(Forty to fifty percent of the salary of any full time director was considered as going for directing physical work in the boys' department.)

Yearly expenditure (for salaries)	permember	
Houses expending less than $1.00	" "	0
Houses between $1.00 and 2.00	" "	0
Houses between $2.00 and 3.00	" "	1
Houses between $3.00 and 4.00	" "	4
Houses between $4/00 and 5.00	" "	2
Houses expending over $5.00	" "	4
Houses giving incomplete reports		11
Total		22

It may be worthy of note here that, perhaps, no house from which we have any figures charges more than four dollars per year membership fee. This is for seniors and the average yearly membership in most house will fall well below two dollars per year.

VII. PERSONNEL

1. The employed staff

In tabulating the following, it isto be noted that not all of the full time workers are doing gymnasium work. The same may be true of a majority of part time workers but, since thirty to fifty percent of actual boys' department work in the settlements is physical (according to the survey of 1930-1931), it is safe to assume that fifty percent of the pid staff are doing some part of the physical work.

Houses having 3 full time workers (Boys' Dept.) .	1
Houses having 2 full time workers.	2
Houses having 1 full time worker	9
Houses having 0 full time workers.	17
Houses having 1 part time worker	12
Houses having 2 part time workers.	6
Houses having 3 part time workers.	7
Houses having 4 part time workers.	3

2. Volunteer Helpers

Here are to be included only those helping (more or less) consistently.

Houses having one volunteer	1
Houses having two volunteers.	2
Houses having three volunteers.	5
Houses having four volunteers	0
Houses having five volunteers	0
Houses having six volunteers.	2

3. Educational Status

Staffs having one of college education.	8
Staffs having two of college education.	2
Staffs having three of college education. . . .	5
Staffs having four with college education . . .	1
Staffs having more than four with college training	1
Staffs having one member with only High school education.	1
Staffs having two members with only high school education.	2
Staffs having three members with only highschool education.	3
Staffs having five members with only high school education.	1
Staffs having one with normal school in physical education.	7
Staffs having two with normal school in physical education.	3
Staffs having three with normal school in physical education.	2

4. Acquaintance with Members

Here the percentage of membership, with which the staff members have a fairly close personal acquaintance, is shown.

Staff members acquainted with 25%(or less) of membership.	3 houses
Staff members acquainted with 25 to 50% of membership.	1 house
Staff members acquainted with 50 to 75% of membership.	5 houses
Staff members acquainted with 75 to 90% of membership.	5 houses
Houses claiming to have acquaintance with 100% of membership	3 houses
Houses giving unsatisfactory replies here.	5 houses
Total	22

5. Acquaintance with Parents

The percentage of parents (of boy members) with whom the staff members are acquainted follows:

Staff acquainted with less than 5% of parents	3 houses
Staff acquainted with 5 to 10% of parents. . .	4 houses
Staff acquainted with over 10% of parents. . .	4 houses
Staff acquainted with very few of parents. . .	3 houses
Houses giving incomplete information here. . .	8 houses
Total	22 houses

6. Nationality of Staff

Houses having all American staff members. . . . 11
Houses having both native born and "foreign" on staff. 4

7. Term of Service

The average term of service of staff members for the last five years was requested. (Paid workers only considered.)

Houses whose average term of service shows six months or less. 2
Houses whose average term of service shows about one year. 6
Houses whose average term of service shows about two years 3
Houses whose average term of service shows about three years 0
Houses whose average term of service shows about four years. 1
Houses giving incomplete information. 7

Total 23

8. Life Work Attitude

The number on the staff who intend to make physical or boys' work their vocation was requested.

Houses who have one on staff who is following his vocation. 6
Houses who have two on staff who are following their vocations 1
Houses who have three on staff who are following their vocations 3
Houses who have four on staff who are following their vocations 2
Houses who gave incomplete information. 10

Total 23

VIII. ACTIVITIES

1. The following tabulation is of interest only to those versed in the technical phases of physical education. Its chief value lies in the fact that it shows, by comparison of the number of houses using certain activities the means of physical education employed most in settlement house boys' departments.

Houses featuring team games (Out of 23 replies). . . 21
Houses having outdoor leagues (various sports) . . . 18
Houses having no outdoor leagues 4
Houses having representative teams. 18

VIII. ACTIVITIES (continued)

Houses having no representative teams. 14
Houses featuring inter-club (Intra-house) teams . . . 5
Houses using "balanced day's order" in gymnasium class 12
Houses using no " " " " " " 4
Houses using day's order in some classes or part time 3
Houses using special activities-boxing, wrestling, etc/13
Houses using no " " " " " 6
Houses using special activities outdoors. 3
Houses using playground activities to considerable extent. 14
Houses using no playground activities 4
Houses using some playground activities not well organized 1
Houses closing gymnasium in summer. 10
Houses keeping gymnasium open (full force?) in summer . 5
Houses keeping gymnasium open to limited extent " 2
Houses keeping shower rooms open in summer 7
Houses giving incomplete information here 11
Houses using "free play periods" in gymnasium 16
Houses using "free play periods" in gymnasium unsupervised. 8
Houses featuring street games 11
Houses having no or few street games. 10

2. Basis of division into classes or groups

When asked the question "What basis do you use in dividing your membership into groups?", the replies were as follows:

By age 20
By experience. 6
By club. 13

Total 39

Since only twenty-nine houses replied here, these figures are seen to overlap. This is easily accounted for when we remember that age and experience may both be used as a basis for division into clubs or classes.

3. The Best Activities for Settlements

In trying to discover the best type of competitive team work, this question "What do you think of the advisability of featuring representative teams?" has the following answers:

Houses favoring representative teams. 8
Houses condemning representative teams. 6
Houses uncertain in their attitude 2
Houses giving incomplete information. 6

Total 22

3. The Best Activities for Settlements (continued)

In reply to the question "Are inter-club (intra-house) or representative team contests best?" the following answers came:

Inter-club (intra-house) best.	11 houses
Representative teams best.	8 houses
Uncertain	1 house
Incomplete information	2 houses
Total	22

In giving reasons for their answers, these follow:

	Rep. T.	Club
Best for advertising the settlement name and aim	Houses replying "yes" 0	0
Best to maintain physical fitness	Indefinite replies	
Best to increase helpful social contacts	5	3
Best to reach greater number of members	3	9
Best to secure a better "hold" on members	3	7

The above differences of opinion may be due to prejudice, because certain kinds of competition have been used locally; or to lack of study and proper consideration of the merits of both sides; or to actual experience with both methods. It is to be hoped that the last is true.

4. Standards for House Teams.

It is unfortunate that more time and attention were not given to this consideration. In reply to the question, "What percentage of your membership play on house teams and teams representing other organizations?" the following replies were secured.

Less than 1%	6 houses
Between 1 and 5%	2 houses
Over 5 percent	5 houses
Unsatisfactory replies	9 houses
Total	22

Nine houses did not reply on this question, although only four of the nine had no representative teams.

5. Moral Values of Sports

In reply to the question "What sports tend most of all to bring out the moral values of team work, clean play and good sportsmanship, etc.", came the following answers:

5. Moral Value of Sports (continued)

Houses considering baseball among the best. . . 2
Houses considering basketball among the best. . 9
Houses considering boxing among the best. . . . 1
Houses considering football among the best. . . 1
Houses considering indoor B.B. Among the best . 1
Houses considering track among the best. . . . 1
Houses considering hexathlon among the best . . 1
Houses considering general gymnastics among the best 3
Total number of houses replying definitely. . .13
Total number of houses replying indefinitely . 10

6. Popular Outdoor Activities

Comparing the number of outdoor sports used by the different houses, the following results were returned:

Baseball. . . . . .19 houses
Football. . . . . 8 houses
Tennis . . . . . 8 houses
Skating . . . . . 6 houses
Soccer - partly . . . . . 1 house
Incomplete information. . . . . 2 houses

IX. CONSTITUENCY

1. Enrollment

Houses having an annual enrollment less than 100 . . 2
Houses having an annual enrollment 100 to 200 . . . 3
Houses having an annual enrollment 200 to 300 . . . 2
Houses having an annual enrollment 300 to 400 . . . 3
Houses having an annual enrollment over 400 6
Houses giving incomplete information. 6

Total 22

2. Gymnasium Attendance

Average attendance in largest classes 10-20. . . . 2
Average attendance in largest classes 20-30. . . . 3
Average attendance in largest classes 30-40. . . . 7
Average attendance in largest classes 40- ?. . . . 4
Houses giving incomplete information. 6

Total 22

3. Operating Radius

In reply to questions concerning the distance from which the boy membership was drawn, the following information comes:

Operating Radius (Continued)

Houses drawing members from area with radius less than quarter mile.	0
Houses drawing members from area up to half mile radius	2
Houses drawing members from area up to three-fourths mile.	5
Houses drawing members from area up to two miles.	13
Houses giving insufficient data	3
Total	22

4. Duplication of Field

In order to try to find something of the need of these activities in the settlement house neighborhood, each house was asked how many other organizations featured physical activities in their "district". (See operating radius above.) The following information results:

Houses having two (or less) other such organizations	50%
Houses having three to six other such organizations	38%
Houses giving insufficient information	12%

Of more value is the number enrolled with two or more organizations featuring physical activities for boys. Results here are as follows:

Houses having approximately five per cent enrolled elsewhere.	3
Houses having five to ten percent enrolled elsewhere.	3
Houses having over ten percent enrolled elsewhere	3
Houses having none enrolled elsewhere.	5
Houses giving incomplete returns	9
Total	22

5. Classes Reached.

Reports relating to the classes which the settlement gymnasium reaches or attempts to reach were rather unsatisfactory. Only eight out of twenty-two definitely committed themselves. Of these fifty percent reported a special attempt to reach ten underprivileged boy and the rest attempted to reach all classes in their area.

Of thirteen reporting on the number of boys not reached in their district:
One reports 10% not reached by any organization
Two report 10to 25% not reached by any organization

5. Classes Reached (continued)

Nine report 50 to 90% not reached by any organization
One " very large %" " " " "

CHARACTER RESULTS

The returns on this phase of the investigation are more unsatisfactory than those in any other. The most tangible thing is a few percentages of members rendering serv ce in Settlement houses. These follow. (Based on total membership.)

Houses reporting 5(or less) percent giving service	4
" " 5 to 35 " " "	6
" " 50 (or more) " " "	3
" " uncertain information or none at all	9
	22

Houses reporting volunteer service given by members of their own initiative	
Less than 5 (or even 5) percent total membership	7
From 5 to 20 percent total membership	3
Incomplete information given by	12
	22

All of these points of service are not in the realm of the purely physical. Those houses which have gymnasium leaders corps include their numbers, here, however.

Twelve houses reported leaders corps of one or more ages. Considering the fact that four or five of the houses have no real gymnasium facilities, it is pleasing to find that more than half of the houses have organized gymnasium leaders corps.

Several houses report character results from the standpoint of general service and attitude toward the house with its various activities. Considering the

types of boys who are usually in settlement districts, such results are noteworthy. Again, considering the fact that many settlements have about them a shifting population, which often makes a large percentage of members pass out of the sphere of house influence within one year, such character results are the more noteworthy.

Several settlements, locally, point with pride to boys who have grown up under their influence and now hold responsible commercial, professional or philanthropic positions.

It is, perhaps, safe to assume that a majority of these received their highest ideals and greatest inspiration from the settlement. Just how much of this can be traced to their physical education at the settlements or elsewhere is very uncertain. The historian of the settlement does not record how these results were secured. The fact that they were secured is enough.

Like many of the greatest teachers of all time, the settlement worker, even where he has accomplished the most, has left little in writing. The best things, here, are given to the world only as they are treasured in the minds of those who have seen them and given others by direct contagion.

111. CONCLUSIONS.

The conclusions which follow are drawn from the questionaires, to a considerable extent. Other sources of information are noted in the Bibliography (Section V.) Still others, not mentioned, are personal observations in Chicago settlements, from 1920 to 1932, and suggestions gleaned from experienced workers. The same statements apply to the suggestions which follow in Section 1V.

1. Conclusions on Gymnasium Facilities.

With the exception of some of the smaller settlements, houses replying report some sort of gymnasium. Few houses, however, have more than 75 square feet of floor space for each person in their largest classes. A majority of houses report considerably less than this space for exercise. One hundred feet of exercise space per person in any class is small enough. If necessary, the large classes should be broken up in some way to give proper space per individual.

In some houses, at least, the gymnasium, while crowded at one time, is unused for considerable stretches of time. These may be faults of the management because of an improper budget of time is made or because no budget of time is made systematically. More often the fault seems to lie in the fact that not sufficient funds are available to secure supervision for groups that could use the gymnasium at odd hours.

Apparatus

It is an agreeable surprise to find that settlements have considerable equipment of this kind. The fact that no more is found may be attributed to lack of funds. It may,

in some cases, be due to lack of interest in apparatus work, but a lack of funds is the more common reason. Settlement funds, rather meager at best, must be diverted to places of immediate need. Except those houses which find that recreational work is best for their constituency, apparatus should form a definite part of gymnasium work. For boys and young men strong enough for this type of work, few gymnasium activities have greater practical results. Those who have given apparatus a fair chance are certain of its help in producing physical and moral stamina.

Lockers and Showers

The houses replying satisfactorily show a fair supply of lockers, but from other sources it is learned that the locker supply is usually far too small for the gymnasium work done. More lockers and shower baths are among the most immediate needs of several boys' departments. The same conclusion may be given for baths. In some localities, where parks and public (free) baths are not convenient, there is a crying need for showers.

The locker room problem is unsolved in a number of the settlements. Thieving is prevalent in many cases. A few questionnaires show that this has been eliminated by very close supervision or by using impregnable lockers and locks. No definite workable system for combatting this situation has been suggested by any of the replies. (Some suggestions are given in Section IV.)

Summer Facilities and Swimming.

Settlements have practically no swimming facilities of their own and further consideration is omitted.

Camps and playgrounds are covered in the summary. Not sufficient information was secured to warrant any further conclusions at this point. The gymnasium is the point of emphasis.

Departmental Policies

There is an amazing lack of definitely stated policies. It may be true that a policy must be changed quickly because of changing conditions, but a clear understanding of the department's objectives at the beginning of the year seems essential. It is easy enough to fall into careless methods and almost as easy to lose sight of some of the objectives. After some knowledge of local conditions is gained, a kind of definite policy could and should be formed. This is very essential in houses where frequent changes of staff occur. New workers are sometimes very much at sea as to the needs and dangers of that community in particular.

Budget

It is not the duty of a settlement to establish a business concern. It must not give itself to needless accounting and insignificant details. Neither can it afford to be careless in money matters. To do so is to grow lax in one of the essentials of a good citizen, and the settlement would then set a poor example for the boy who should have the best of examples of good citizenship set before him.

Both reference to the summary and personal inquiry will show that settlements are falling short here. (This statement is made in regard to the boys(departments.) In some settlements the power of purchase is vested in too many people. In some, perhaps a large number, there is no definite method of

checking expenditures against budget allowances. Particularly new workers have no means of knowing how much money was spent for certain items. They may know the total amount available but have no way of ascertaining how this amount could or should be allotted to secure the best results. A definitely itemized budget against which expenditures are constantly checked is needed.

The summary shows a number of houses with yearly or monthly programs. This is better than might be anticipated, but little is known of the definiteness of these. A careful observer and inquirer will find, that many settlements do not have a yearly program worked out for this department in any detail. Particularly where the staff is large enough to handle this problem, improvement should be made here. This can be done only after the local conditions and community needs are well understood.

Health Talks

Unless health and hygiene are adequately handled elsewhere in the settlement or community, here is a needy field for the gymnasium directors. The summary shows a large number reporting such talks, but few show any definite regularity. Because of the gymnasium director's training and position in the estimation of the boy, he is the natural person to do much of this. Cases reported show conclusively that the gymnasium can thus be used to get results in health and hygiene.

Physical Examinations

A large percentage of houses report physical examinations, but few show definitely how much of the boy membership is reached or how often they are reached. Where the community does not provide such facilities, it seems to be the duty of

the settlement to care for this. The physical director, if properly trained, can give general physical examinations to all members. This also serves as a means of approach in "getting next" to the average boy. (A few suggestions on examinations are given in section IV.)

Individual Attention

The summary and general observations show that very little of this is given. Too much time is spent on discipline or routine gymnasium work. It is, indeed, regrettable that money and trained workers are not available for this phase of the work. The settlement may not be the proper place for specializing in corrective gymnastics, but certainly a need for it is found. Those who have studied the situation well believe that settlements should discover individual needs and send the needy to places where the remedy can be applied.

Educational Preparation

The summary shows a high percentage of college men on the staffs of boys' departments. It shows a much smaller number of men with normal training in physical education. Two facts seem to stand out here: One, it is hard for settlements to get qualified men because of lack of funds; and, two, it is hard to keep the man who is qualified. Unless the settlement is sufficiently large to offer something attractive, the qualified man stays no longer than three years at best. (The summary shows that a majority stay less than two years.) As long as this lack of continuity exists, it seems impossible for the average settlement to arrange any very comprehensive program or follow out a consistent constructive policy.

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Duplication of Field

The summary shows some indications of duplication of work. The returns on this point were not very satisfactory, but it seems probable that such does exist to a greater degree than is indicated. Several houses report a definite number connected with two organizations giving physical activities.

It may seem a utopian dream, but there does exist, in the minds of some of considerable experience, the hope that a cooperative organization to eliminate this duplication will be perfected. Thus, all organizations doing this type of work in any given locality will confer agreeably. A given territory will be allotted to each, or, better still, a certain type of work will be allotted to each. No one will step into the field of the other and no effort will be wasted.

Classes Reached

The special objective of the settlement physical work seems to be to reach the unprivileged boy. Some work for all classes, however. Because of the unique place of the settlement, it seems safe to say that some are reached by the settlement that can hardly be reached by any other organization.

About seventy percent, of the houses reporting, claim fifty to ninety percent of the boy population of their district is untouched by any organizations working for the physical betterment of the boy. This figure is almost appalling and is a challenge to all organizations to lay aside all their petty differences, to eliminate all duplication of effort, and to "go after" the boy who really needs them.

Membership Basis

Judging from the fact that a little over fifty percent of the houses reporting use a yearly membership basis, it would seem as if this were the most suitable basis for the boys' department of any settlement. Since some of the larger settlements have splendid success with a montly membership system, no rule can be made for all.

It is safe to say that the yearly basis requires less office work to keep up to date. Where the prospective members are not actually too poverty stricken, the yearly system is certainly the most economical and practical. In a section of the city where the population is rapidly shifting or where poverty is the rule, the monthly basis is perhaps more satisfactory to all concerned. To a new worker in a settlement gymnasium where some system must be adopted , it is suggested that a study of the local conditions be made. After these and the amount of office help available are known, the system to be used can be arranged.

Staff

The number of workers necessary to carry on efficient w rk in the gymnasium of the settlement is uncertain. Turning to the questionnaires, it seems that, for general work in the boys' departments, three part time workers are used for each two hundred members or one full time worker for each one hundred and twenty-five members. (The exact amount of time given by each part time worker and the amount of time given to gymnasium activities is uncertain.) It seems quite possible that these staff members do not devote an equal amount of time to the needs of each one of the members. Some boys require more time than others, others receive more time and attention

than their proportionate needs require. If each boy in the hundred is to be touched most effectively, more than two part time workers will be required for each hundred members. A well organized corps of volunteer workers is used by some settlements with excellent results. When carefully handled this is a great advantage to both member, volunteer and paid worker.

The amount of work that a director or instructor can perform efficiently in the gymnasium is easier to determine. It is claimed by some that one who is both director and class leader cannot efficiently handle more than twenty classes per week. Estimating an average of twenty-five per class, this means that the director can handle two hundred and fifty boys, taking each class twice per week. If the director has both promotional and record work in addition to taking classes, this number seems too much for one man to handle. Without the help of efficiently organized leaders' corps the task would indeed be difficult.

If the director handles other gymnasium activities besides regular classes, still more time will be required for an equal number of boys.

In many cases, settlements cannot afford a man for physical work alone. In such cases they are able to do some recreational work, but this ~~man~~ can hardly be called physical education.

Life Work Attitude

Of the twenty-two houses returning questionnaires, fifty-five paid workers were reported. Of these, twenty-five were definitely planning to make physical or boys' work their

vocation. Only seven of the fifty-five were definitely classified as expecting to enter some other profession. This leaves twenty-three "uncertains". (Just how many of these were left uncertain because of the carelessness of the one filling out the questionnaire, cannot be known.) These figures would seem to indicate that some workers in settlements are using their work as a stepping stone to something else. Where the uncertain ones are earnestly seeking to find their life work and are conscientiously trying to be of service to humanity at the same time, they are to be commended and may be of real value to the settlement. Where this is not true, it would seem best for all concerned to get men on the staff who expect to enter physical education or boys work as a profession.

IV. PRACTICAL SUGGESTIONS.
(Helpful Hints from Others)

Some material has been secured which is both interesting and practical. Some are still struggling with such problems as are given below; others may encounter them. Some, perhaps, have solved them more successfully than those who have reported but they have not given us the benefit of their experience. It is to be hoped that some suggestions found here will be of use to those who have been less successful.

Problems, given here, may have been handled successfully in one place and yet the same method of attack may fail on a similar problem at another place. Doctors cannot guarantee that a standard remedy, usually successful, will always give standard results. Individual physiologic differences are peculiar. They follow no law apparently. The dose must be administered, the symptoms watched and a new dose prepared according to the need. So here the (doctor or) director may have to keep his finger on the pulse of the gymnasium patients until the dose can be properly modified. The suggestions appended here should be taken for their experimental worth, not their face value.

Health - Hygiene

Should health or hygiene talks be given on the gymnasium floor at class hour? Two settlements outside of Chicago and two in Chicago (out of a possible 35 replies) reported regular weekly or monthly health talks in the gymnasium. Six others report such talks given at irregular intervals either in the gymnasium or club meetings. It seems that only those who have some schedule or outlined program report anything definite accomplished along this line.

One gymnasium instructor reports considerable success in a needy and rather difficult neighborhood. His patrons were of several nationalities and of the underprivileged class. Bathing, spitting on the floor, urinalysis and its meaning as a health indicator, various phases of physiology, and finally, sex hygiene, were used as subjects for gymnasium floor talks. The talks were short, simple and impressive. The director found that a sincere, matter-of-fact approach was appreciated and secured results. It was only after an intimate personal acquaintance had been developed with the boys of a given group that the more vital subjects were discussed.

Briefly, something of the methods and details will be given. In spite of house rules and personal requests many of the boys consistently avoided the showers. On inquiry it was found that they usually neglected to dry their hair after taking showers, heavy colds resulted and the belief grew that showers were bad for the health. This problem required careful, persevering attention from the physical director. In some cases, also, the younger boys did not want to take the time or trouble to bathe - especially when the weather was cool. They did not have the few cents for towels. (The director did not realize what a pleasure baths were to them until he found half a dozen of them taking their third shower one summer day.) They soon learned they could bring their towels from home and take showers even when the house could not furnish free towels.

Short, pointed gymnasium floor talks bringing out the dangers of spitting on the floors and about the building proved very effective. Shortly after this two signs were posted bearing this admonition: "If you spit at home, spit here, we want

you to feel at home". One sign was placed at the gymnasium door, the other at the door of another building where many of the boys had not heard the anti-spitting talks. That night spitting was conspicuous by its absence about the gymnasium, but continued with unabated fury in the other building.

THIEVING

Another problem arising in almost every house from which we have detailed reports is locker-room pilfering. This problem is often more serious in settlements than in other organizations because of the lack of staff oversight at the time when most needed and because some of the underprivileged boy members have been reared in an atmosphere saturated with the thought of stealing and "getting away with it." Two or three settlements report sufficient funds or dependable volunteer help to have a check room boy or towel boy who has the time and proper location to guard the locker room. This is the exception, not the rule. In a very few cases, the regular staff members are able to cope with the situation by close supervision.

One house reports a very interesting solution. Padlocks and good combinations were neither permanent nor safe. A council composed of representatives from every group in the house was formed to help with general affairs and the preservation of property. For five months after this council was formed not a single report of stolen property was reported. Information as to whether this plan is still working is not available.

Another house reports the use of volunteer "monitors", dependable individuals or club representatives, each serving in this capacity a definite period on a regular schedule.

No reports as to the success of this system can be given to date. The project is still in the experimental stage.

PRIVILEGED GROUPS

Another source of trouble has been privileged characters and special groups. This problem is often one of the first to face a man entering a new boys' department where things have been running rather loosely. This is particularly true of districts where independent clubs flourish. Cases are reported where star basketball teams try to monopolize as much of the gymnasium time and space as possible. The same trouble occurs with strong club groups, who have more of the aggressive spirit.

As soon as any type of favoritism is shown one group, others clamor for more privileges and general dissatisfaction results. Some report occasions where teams who do not observe house standards have been allowed to "run wild" for a short time. The resulting harm done would require months or even years to eradicate. Those who have met the situation most successfully have eliminated all privileged groups - as such. Special time on the gymnasium floor has been used satisfactorily where such time is given to <u>all</u> clubs (or other groups) entitled to it by virtue of paid up membership or special fees. This "special" period was distinct from the regular class schedule. (These statements must not be taken to apply to situations where all physical activities are based on club groups rather than regular "classes".) Where house teams are good policy, the club team practice has usually disrupted house team spirit. Because many boys will stick to their

natural group team better than to any team of an "artificial" group.

HINTS for the Inexperienced

In the following paragraphs are collected several suggestions which may be of help to those new in settlement work. These are given very briefly. Wherever possible references to sources where additional information may be secured are given. (To the experienced worker some of these suggestions may seem insignificant, but the suggestions are given only for those who need them.)

Locker facilities

A dressing room that can be locked or lockable lockers sufficient to accomodate the largest possible class should be secured. Extra locker space for use during exhibitions is also desirable. Foresight in having sufficient locker accomodations of some kind ready for the very first class will help the "morale" wonderfully. The ideal would be one locker for each person using the room during any one afternoon or evening.

Shower Baths

It would be of great help to have at least one shower head for every three persons in any one class, or group.

Apparatus

At least three pieces of heavy apparatus (horse, buck and parallels) and vaulting bar of some kind, should be the goal of even the smaller settlements.

Enough dumb bells and wands to outfit a class of twenty, high jump standards, spring board and mats - two large and two

small - can be secured with only a moderate outlay of funds.

Towels

Paper towels in wholesale quantities can be secured cheaply for boys who cannot afford a bath towel. A fair quality of bath towel can be secured for about thirty cents each. Cost for laundry and maintenance varies with the locality. Careful checking should keep the cost per towel down to three or four cents.

Policy

Before st rting each year's work, study the needs of the community and the needs of the house. Coordinate these needs as fully as possible and set these plans down in writing. Try to keep this policy before the mind of the department, the residents and in some inconspicuous way, before the members.

Budget

A special budget sheet or double entry ledger may well be made out at the first of the year. Arrange columns for such items as: Supplies - indoor, outdoor equipment, towels, etc.; Publicity - posters, pamphlets, cards; Salaries; Repairs; Trophies and awards. Details may be added as needed. Arrange for one of staff or house bookkeeper to post all expenditures at a specified time. A little foresight and planning at the first of the year will make this system easy and effective.

Program

, At least a general, yearly program is essential. Study the community. Find what the schools are doing for the boys. Find what other organizations in the district are doing for the boys. Try to arrange a general program that will supplement these, thus meeting the needs of the locality. Giving

the boys an overdose of what neighboring organizations are giving is harmful to the boy and is a partial waste of the money of the settlement and the time of the staff.

The following suggestions for program have been found to work: 1. Arrange early in the year to have every boy member examined. At least heart and lungs should be examined and all defective cases turned over to proper organizations for treatment. (By some community visitition, local physicians can be secured to do this work. Otherwise one of the staff should be able to handle it.)

2. Organize early and train a gymnasium leaders' corps. Only with the aid of this can the suggested program be worked out successfully.

3. Day's order. The following day's order comes from a settlement house whose gymnasium director spared no pains in working out a balanced program for his boys' classes. The director emphasizes the recreational part of the class period but secures good discipline and postural effects by a short, vigorous introductory period of formal work. The play period was organized so that every one in the class could play at least half of the period.

Schedule for seventy-five minute period:

Gathering time,	Free play	15 minutes
	Marching	3-5 minutes(Attention to posture)
	Calisthenics	8-10 minutes
	Organized Play	45 minutes

During the organized play period the leader corps was used. Each lader had a squad and each squad went to a piece of apparatus previously numbered with chalk. The apparatus was used as an obstacle to dive, jump or spring over. (Occasionally used for formal work.) After a few minutes on each piece, the director's whistle was a signal to move on to the piece of apparatus next in numerical order. The apparatus used here was a s follows: high jump standards,

high kick, standing broad jump, shot put circle, buck, horse spring board, parallels, and so on. (Some of these can be improvised even in a very poorly equipped gymnasium.) This program was varied by using group games that included the whole class and occasionally team games were used.

Team games and representative teams

In almost every settlement house district professional or amateur teams are organized by independent clubs. The atmosphere is saturated with the idea of this sort of competition. This fact brings the new gymnasium director to fact the problem of representative teams.

Such teams have their advantages and certainly their disadvantages. The summary of the questionnaire (Sec. II) shows that some settlements operate very successfully without representative teams--others use them with equal success, apparently.

One conscientious director tried out several plans for reaching the greatest number of his members with real physical education. He was very successful despite the usual settlement house limitations. His plan and results follow.

1. Gymnasium membership was organized into groups and a team selected from each group. These played on a regular schedule. The plan did not bring desired results because in each group a first, second and third team frequently had to be choosen,-and the-division into groups was artificial. Good players became detached from the rest of the group.

2. Organization by the gang or street was then tried, because only the "good" player made the team in the system above. Again representative teams and representative team spirit developed.

3. After two or three weeks from the opening of the gymnasium - when the membership of each class had reached its normal number - each class was organized into a league.

For basketball, the best players are picked out, after

a short period of training, and the boys themselves elect as many captains as there were sets of seven in the class. The captains meet with the director, draw for choice, and select their own teams.

The names of the team members are posted. The teams choose names and a schedule is drawn up. The results of each game and the standing of each team is posted regularly and with as much care as the big leagues keep theirs.

The same group organization carries thru the whole year. The game used varies with the season, basketball and volleyball in winter, indoor in spring and so on.

As a result of this plan, forty teams played at this settlement house and no representative teams were needed.

Individual Physical Efficiency Tests

Several houses use a system of all around physical tests very successfully. Eight or ten events such as the various jumps, chin ups, and fence vault are used. A boy is required to reach a standard in each of these tests, when a third honor (white) badge is given. Amonth or so after this the boy is allowed to compete for second honor award (red ribbon), and so on to the highest award.

This plan (or some variation of it) is almost indispensable to a settlement gymnasium. It places a premium on all around skill and development, thus discouraging specialization. It puts a premium on development in both skill and strength. This is greatly desired because it gets every boy into "the game". Frequently the boy who is poor in high jump, for instance will work up high in the other events and rank well above some star high jumper of the same age.

It is hoped that some suggestions for adapting this same plan to the needs of the boy who is very much below normal physically may soon come from some source. The South Parks of Chicago are now working on such a scheme. Its

successfully worked out details are eagerly awaited. Some details may be secured by writing to the Recreation Director, Office, South Park Commissioners, 57th and Cottage Grove, Chicago.

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QUESTIONNAIRE

I. Policy

1. Has your boys' (physical) department a POLICY? (yes, no)_____
2. Written?_____Or just understood?_____. If written, please attach a copy; if unwritten, but well defined, please outline here.

_____

_____

3. Do you consider a written policy practical for bringing out the definite object of your physical works with boys?_____

II. General Information.

1. What physical activities are used? (please check all used and underline those emphasized.) Classes___Organized by ages___ Weight?___or experience?___; special club groups (for special activities)_____inter-club competition?___; Inter-settlement competition?_____representative teams?_____; outdoor leagues?___ baseball?___soccer?___football?_____skating? ____tennis?_____ indoor leagues?_____baseball?_____basketball?_____ volleyball?___ others?____what?_____playground activities?_____other physical activities?_____what?_____

_____

2. Are ideals of team work, clean play and good sportsmanship featured?_____By honor roll?___Special mention?_____Point (merit) system_____ In some other way____Any outline of plan or system likely to be helpful to some other settlement should be attached to the questionnaire.

3. Which of the above activities do you consider best to bring out the above mentioned qualities?_____
Is answer based on experience as an instructor, casual observer, or theory?_____

III. Outside Activities

1. Have you a summer camp?___In cooperation with some other organization?___Run on charity or "pay actual expense" basis?_____
2. Any playground activities?____On your own playground?_____
3. Feature street games for boys?___(Boys alone or mixed groups)
4. Is gymnasium closed in summer?___If gymnasium is closed, what substitutes other than these mentioned above?_____
5. What specific playground (separate from gym.)equipment have you?

_____

IV. Inside Activities

1. Do you use "balanced day's order" in gym class work?___If not, what system is used?_____
2. Do you use "free play" periods?___Supervised?_____
3. What basis is used for division into groups?____age?___weight?___ experience?_____"Gang"____club?____
4. Do you consider representative teams profitable?_____For advertising house activities?____For cultural values (wholesome contact between races or other groups)?_____To maintain physical fitness? _____For any other reasons?_____

_____

Does competition for representative teams benefit the majority of your constituency or only a "favored few"?_____

Should settlements feature these teams or "inter-man" or inter-club competition?_____Why?_____

5. In coaching and general class work is individual attention given?___ If so, will individual time given average as much as five minutes per boy per week____Is this time spent chiefly on discipline or posture? _____or form____?.

6. Do you have physical examinations?___How often_____Given by whom?(Physical Director___Physician___)Does this reach every boy?___ If not, what kind and percentage?_____

7. Do you place any emphasis on medical or corrective gymnastics?_____ Give method used_____

8. Are health talks given in gymnasium classes?_____Anywhere else?_____ With what regularity?_____

9. Do you have organized leaders' corps?____Among what ages?_____

Is their instruction purely in physical activities?_____ Any social programs?_____Any secret_____or symbolical_____ initiation ceremony?_____What is the primary object of the organization ~~of the organization~~? to produce good performers?___ furnish help for paid staff?_____, to develop the ideals of service? _____, to help out program in special exhibitions, etc?_____

10. Do you have any physical efficiency tests?_____(or other system of visibly measuring a boy's physical attainment and yearly improvement? _____.) If stand rd tests are used, please indicate what, or attach a copy successfully adapted to your own needs_____

11. Do you have any scoring or merit system placing emphasis on clean play, dependability and good sportsmanship?_____ If so, describe briefly or attach an outline_____

Gymnasium Facilities

1. Do you use your own gymnasium?___Is gymnasium in a separate building? ___If so, is this satisfactory?___Why?_____

2. How is gymnasium heated?_____Is this satisfactory_____
3. How is gymnasium ventilated?_____satisfactory?_____
4. How many shower heads usable?_____Are towels furnished?_____ Free?____What system is used in giving out and checking in towels? card deposit?_____money deposit?____other deposit or system?_____

5. How many lockers usable?_____Type used, steel?____Double? triple_____or single tier?_____?Type of lock used? Combination?____ padlock_____(house or individual property)_____ Is this system satisfactory?_____Why?_____

Any locker room pilfering?_____How combatted?_____

6. Any swimming facilities?___Owner?_____Rented?____Donated?_____
7. Give numbers of any of the following pieces of equipment available for use in your gymnasium: stall bars_____, parallel bars_____ flying rings_____traveling rings_____side horse_____buck_____ wands_____dumb bells_____climbing poles_____climbing ropes_____ horizontal ladders_____. State any other equipment_____

Gymnasium Facilities, continued

Please underline (in ink) the above equipment most used.

8. What are the approximate dimensions of gymnasium. (in feet)_____

VI. Personnel. Staff

1. How many full time directors?_____Instructors?____Salary?_____
   How many part " " " " "
   How many volunteer assistants?_____Hours per week volunteer instruction in the gymnasium?_____
2. How many on gymnasium staff have college education?____High school only?_____Less than high school_____How many on staff have normal school training in physical education?____How much experience in gymnasium instruction is required for regular position on the staff?___ How many on the gymnasium staff expect to make boys' or physical education work their profession?_____
3. How many on gymnasium staff are members of evangelical churches?_____
   " " " " " " " other churches? "
4. With what percentage of the gymnasium class members have the instructors a good (close) personal acquaintance?_____To what extent are instructors personally acquainted with the parents of your boy constituency?_____(percent)_____
5. Of what nationalities are your staff members?_____
   What nationalities seem to respond best to gymnastic instruction?___
   _____
6. In the last five years what has been the average term of service of your gymnasium instructors?____Has the chief cause of change been change of residence?_____graduation from school?_____to secure a better paying position?_____or what_____
7. What percentage of part time helpers are students in local schools? _____. For the use of student help in your local field, do you note any outstanding advantages?_____ List_____
   Disadvantages_____

Members

8. What is your annual enrollment?____Number over 16 years?_____
   Is membership basis monthly?____Yearly?____By seasons?_____
   What is average attendance in largest classes?_____Smallest_____
   What is average daily attendance in busiest season?_____
   What is average daily attendance in summer (or slack season)_____
9. From an area of what radius (miles) are your members drawn?_____
   In this area, how many other organizations feature gymnasium activities for boys?_____Please estimate as accurately as possible (reasonable approximation sufficient) the boy population under 21 of this district _____. What per cent of these are "under privileged boys" _____.
10. Do you attempt to reach others (aside from the under privileged) in your area?_____Any particular class of boys? _____What?_____
    _____
    What types of boys do these other organizations attempt to reach?
    _____
    Approximately what per cent of those enrolled in your department are enrolled with these other organizations?_____What percentage of your members play on teams representing other institutions or on independent teams?_____Approximately what per cent of boys in your district are not reached by any organization featuring the physical betterment of the boy?_____

II. Management

1. What system is used in checking gymnasium attendance?_____
   (An attached specimen record is requested)
2. Does the boys' department have a separate budget?_____Or are details worked out sufficiently well in the general budget?_____ Of the following items, which are specifically covered in your departmental budget; athletic supplies?_____trophies?_____ _____publicity? _____entry fees?_____sal ries?_____repairs?_____new equipment?_____ Other items?_____
3. How many in the department h ve the power of purchase (countersigning orders, etc.?)?_____ Do you have any special system of checking expenditures against budget?_____If so, what?_____ _____.
4. Does the director of the department outline a yearly gymnasium program?_____Weekly or monthly?_____
5. Have you any system of following up those who fall out of gymnasium activities?_____Explain_____ _____
6. What percent of your membership remains with you less than one year? _____Percent remaining from 3 to 5 years?_____

III. Character Results

1. As a result of your boys' work, what evidences have you that loyalty to the settlement has been developed?_____ _____
2. What percent of membership render occasional volunteer service? _____Regular volunteer service?_____How many of these do so entirely of their own initiative?_____ What percent of your membership can e depended upon regularly to render reasonable service of indefinite duration?_____
3. How do you attempt to develop the ideal of service - service clubs?_____ Other special groups?_____By individual attention?_____ _____Other methods?_____ _____
4. Have you any noteworthy examples of individual or group results which would be of use to other settlements as talking points and illustrations?_____(Please add here any comments that might be of value to the boys' physical department of some other settlement.

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